



The Delta Kappa Gamma

Bulletin

Summer 1960

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HELEN E. HINSHAW, Editor

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Annie Sue Brown Mrs. Brown received the 1958 Armed Forces Chemical Association's National \$1,000 Award as the "Outstanding Science Teacher of the Year." That same year she was named Atlanta's "Woman of the Year in Education" and subsequently was chosen as "Woman of the Year" from those named winners in the various fields. In 1959 she studied at Cornell University as a Shell Merit Fellow and she received the National Science Teachers Association Recognition Medal. Among the activities for which she was thus honored are her work in helping to establish in Atlanta two National Science Foundation-supported institutes for bright high school students and the Citizens Committee for Science Education. Mrs. Brown is a member of Alpha Chapter in Atlanta.

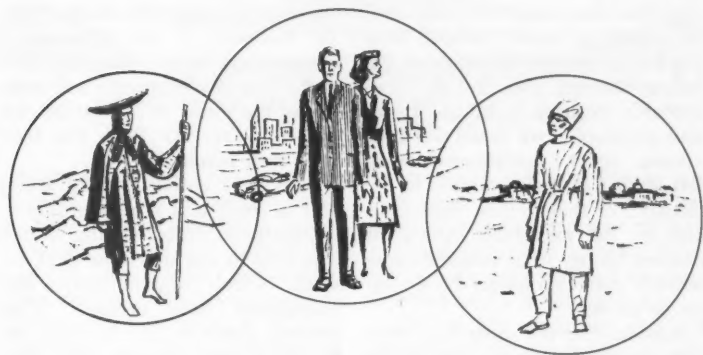
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Illustrations Ralph White, associate professor of art at the University of Texas, is our illustrator.

Today's World Demands

Understanding Unfamiliar Cultures



Sarah C. Caldwell

NEVER BEFORE has the phrase, "It's a small world," been as true as it is today. What once was a joking remark has become a gross understatement. Its simplicity conceals an underlying complexity.

While physical distances are decreasing as a result of improved means of transportation and communication, "human distances," those really dividing one person from another and one nation from another, are remaining constant. This is an age in which we can ill afford misunderstanding. These are times when the basic humanities

must weave individuals into a solid fabric stronger than their separate strengths and capable of overcoming their separate weaknesses. This is a world requiring unity, solidarity, and true brotherhood. But these needs can be met only through understanding. And real understanding, in an area as complex and important as this one, must be the product of good will, determination, and enlightened effort.

A commonly voiced platitude was perfectly phrased more than three centuries ago by John Donne. "No man is an island, entire of itself."¹ With the passage of time has come the development of a

Mrs. Sarah C. Caldwell has been a member of the Executive Committee of the World Confederation of Organizations of the Teaching Profession since 1953.

¹John Donne, *Devotions* XVII.

world in which no nation can be an island, entire of itself. Some nations have tried to remain so, despite the pressures of the modern age. Our own sought for some time to remain an island, isolated from the influences and demands of our fellow nations. Yet, though in an enviable position because of size and geography, we could not long remain apart. Isolationists were left behind by the evolution in the thinking of their fellow Americans and by the inexorable course of modern history. The moment came when it could no longer be a matter of choice.

America has for some time now been involved with the rest of the world as a whole, and with all other nations individually. And, therefore, individual Americans are also involved. Donne's basic statement is true today as never before—true in an entirely different way and to an entirely different degree than he had in mind. Each of us must acknowledge, humbly and with awareness of the full significance of the statement, in terms of our own existence and the obligations it lays upon us, "I am involved in mankind."

A Challenge for Today

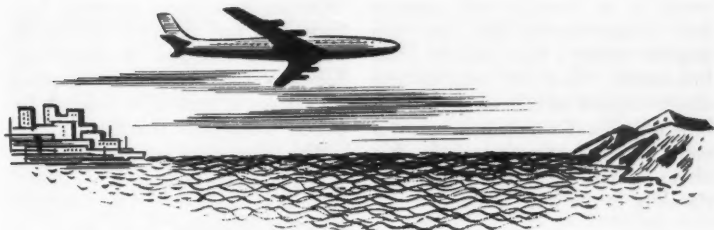
Today's focus upon the shrinking world has been intensified by a number of factors. Most obvious, certainly, are those innovations and improvements in transportation which have placed global travel within the possibilities of

undreamed of thousands. Whereas not so long ago a Grand Tour was undertaken only by a minute minority, the number of persons traveling beyond their own shores today, on business or on pleasure, is staggering. It is estimated that more than 28,000 persons will make round-the-world trips during this present year. By 1962, the total may well reach 37,000.²

This very enthusiasm for travel will in itself add immeasurably to international understanding. It will also help to tear down many of the walls which unfamiliarity and strangeness have erected. That process, however, can be made infinitely easier, speedier, and more effective if the traveler knows something of the peoples and places he is to visit. Such knowledge will form a foundation upon which are later built the understandings and sympathies which normally accrue from first-hand acquaintance.

The extent of business travel underlines the economic interest of any one country in all others. As a result of the shrinking world, markets have expanded and sources of raw materials have multiplied to such a degree that scarcely any part of the world remains outside the sphere of economic interest of any country. This is especially true of our own nation. Further, we, and many other nations too, face the complex problems arising from

²Statement by E. O. Cocke, senior vice president of TWA, in testimony before the Civil Aeronautics Board.



foreign investment. But economic survival, and much more, prosperity, has always demanded understanding, not only of markets but also of the people constituting these markets. The human element can never be ignored; it is especially significant in this import area.

As a result of the shrinking world, furthermore, problems which once remained fairly localized have become vital to all peoples. Ultimately they stretch out their tentacles to enfold the world. Only one of their effects is in the field of international politics. Areas with serious local problems of their own are favorite targets for communist expansion efforts. Even if there were no other reason, we Americans are compelled to interest ourselves in their affairs so as to draw or hold them within the camp of free powers. Sooner or later their allegiance will be enlisted on one or the other side of this current battle of ideologies. If we approach them and their problems with understanding, we have a right to hope that they will choose to ally themselves with what we believe in. If, on the other hand,

we close our eyes, our minds, and our hearts to their concerns, we can scarcely be surprised at their eventual failure to identify themselves with our cherished ideals of freedom and self-determination.

The global shrinkage has not diminished the possibilities of misunderstanding. By a curious quirk of logic it has, in fact, increased them because of multiplying interrelationships. Never before has the menace of misunderstanding been as incalculable. Our capabilities for self-annihilation hardly require emphasis. They are all too frightening—especially when we are living in such exciting times. Truly we are in an enviable position. We stand, literally, on the threshold of space. Never has the beckoning of the unknown been so vast, its perils so incomprehensible, its rewards so great. What a tragedy it would be to dissipate in earthly bickerings the energies with which we can confront this new, fantastic challenge. New worlds lie before us. How vitally important it is for mankind to present a united front.

At the moment this would seem to be almost an idle dream. Our

world is so fraught with tension and disagreement that we can scarcely apply a free mind to what lies ahead. These are tensions and disagreements which we can ill afford today and which will be even more costly tomorrow and the day after. A real, basic mutual understanding is the only answer.

Where Are Present Efforts Most Needed?

Once we accept the idea that understanding is not just a pleasant luxury, or an interesting intellectual pursuit, the need is felt to define more precisely what must be accomplished. What exactly do we need to understand?

The obvious answer, of course, is *everything*. All human and international inter-relationships demand an underlying stratum of understanding if they are to be successful and constructive. Certainly in the field of international affairs, the existence of problems and of possible misunderstandings or trouble spots cannot be attributed only to distance. The closest neighbors may disagree violently. Even neighbors whose good and peaceful relationships are almost legendary sometimes find cause for dispute. Violent disagreements are even possible within a single country. However, proximity may minimize disagreement. And why is this? Simply because mankind sometimes gives himself the chance to learn to know and to understand his immediate neighbors.

Whether because of common heritage or a few common geographical characteristics, it sometimes happens that real understanding does have a chance to flourish between contiguous nations.

The question of common heritage is a pertinent one in this connection. It is one reason why relatively peaceful relations, in all phases of human activity, occasionally do prevail among the separate segments of this small world. It is the chief reason why Americans have at least a minimum understanding of their European brothers, as well as of those with whom they share this rich western hemisphere. Even this understanding has not always been enough to preserve us from the ravages of war, or from the tensions of an uneasy peace, or from the frictions attendant upon economic life. But it has helped. And we may not be unduly optimistic if we consider that our greatest efforts at present may well be directed to other parts of the world, where, alas, because of combinations of circumstances, understanding is both more lacking and more difficult.

The whole Asian world is now only some thirty hours away by air. Surely, then, we can no longer be justified in regarding the Asian nations as other than our physically close neighbors. The proximity which can operate to minimize differences or areas of possible disagreement, then, would seem to have been achieved, or superimposed on our world, by

technological advance. But proximity, as we have seen, is only the first, small, hesitating step in the quest for understanding. And, incredible as the fact is, modern technology has rendered what once seemed the major obstacle the easiest step of all.

We Americans are, most of us, the products of the long and complex evolution of what is known as Western Civilization. True, that cultural heritage took root in earlier traditions and streams of progress, but the passage of time has concentrated those elements which are typically "western" and distilled their essence from their broader origins. At the same time, other cultures, which may have shared at least part of the original foundations, were evolving in other parts of the world, under other conditions, and in answer to other needs. These various streams of development have grown more and more apart one from another until they seem to be completely different, totally foreign, and mutually almost incomprehensible. The fact of their possible common origins is of little practical help today in achieving any real degree of understanding.

We may, then, be justified in assuming that it is our more distant neighbors—both physically and culturally—who cry out most loudly for understanding at this moment. The Asian lands, the newly arising lands of Africa, the lands in the Near East—all of these need to be understood. They demand the understanding attention of thinking

people everywhere merely because they are but also because at this moment in history they seem destined to play a role of great significance. It may not be idle to hope that if we hold out to all of them the greatest understanding of which we are capable, they may choose to play that role in keeping with the values of freedom which we hold most dear. We cannot deny that this is important to the future of the world as we envisage it.

The Multiple Facets of Understanding

In what broad areas, then, must we strive to achieve understanding? The most obvious one is the political area. Many of these nations are undergoing political changes so drastic that they require a completely new approach to governing. We would be grossly in error if we expected all of them to establish suddenly a form of government identical to ours. Indeed, for some of these nations it may not now be the best answer. But our own attitude toward them, and our approach to their problems, will be saner and wiser if we have understanding. We need to understand that they are, first of all, collections of individuals seeking to provide for themselves the benefits of government. We need to understand their histories and the courses of their political development. We need to understand the roles played in their national lives by their

political ideas and ideals. We need to understand how best to help, when to serve as a model, when to provide direct assistance, when to be content to watch the course of events. None of this can we know without a considerable understanding of what has made the area what it is today, politically.

Also, because of the vast interest which all the world holds for our present economic life, we must understand these unfamiliar areas *economically*. We must be prepared to go far beyond the ability to convert their currency into dollars and to have some vague familiarity with their "standard of living." We must acquire a real knowledge of all economic conditions, of the potential of each area, of its wealths and of its poverities, of its sense of values. We must strive to comprehend that first things must come first, but that the order of priority is not necessarily universally the same.

But neither political nor economic understanding can ever be achieved if we neglect the *historical* complexity of any area. It is in examining a people's historical development that the threads are identified which weave together to make up its political, economic, and cultural fabric. Anything is more comprehensible if one can see how it came to be that way. This is especially true of a nation. By studying a people's history we can trace the trends and influences which have contributed to its present status. We can understand not

only how another country may differ from ours, but why. And, most important, we can finally see in what ways it resembles ours.

If historical familiarity is imperative for an understanding of the political and economic aspects of other areas of the world, *cultural* acquaintance is perhaps even more so. For the cultural fiber of any people is really what makes a nation what it is. It is a nation's values which determine what it will do and what it will become. Only through cultural familiarity can we hope to appreciate these values, can we hope to view with understanding their divergencies from our own. Cultural understanding must be both the basis for all other types of understanding and the result of them. This is perhaps the most complex form which we can demand of ourselves, but it is certain to be the most rewarding and the most meaningful in our present quest for mutual understanding and a truly peaceful world.

Cultural understanding has, indeed, a two-fold benefit. It enables us to comprehend the present posture and attitude of another area of our world. But at the same time it contributes enormously to the enrichment of our own lives. No one is so poor as he whose vision is confined to himself. The pursuit of knowledge concerning foreign and unfamiliar cultures broadens our own field of vision, and thereby our lives.

Reaching These Goals

These are worthwhile goals. Most persons would admit their merit and even their vital necessity. The question of how they are to be achieved is another matter. What approach must we take to bring about that understanding which is so important to the future of our whole world?

Certainly, part of the task could be accomplished individually if every person had both the conviction of its necessity and the ability to pursue these ends relentlessly for himself. But to expect that situation to prevail is to be blinded by a Utopian dream. Some other means must be found to further the ends of understanding.

The one agency in the position to impart at least some of this familiarity to all is the school. And this goal must be as honored as any of our other purposes; in the long run, it may be the most significant. Its importance was recognized by

the World Confederation of Organizations of the Teaching Profession, which selected for the discussion theme of the 1959 meeting in Washington, D.C., the topic "Teaching Mutual Appreciation of Eastern and Western Cultural Values."

As Dr. William G. Carr, Secretary General of WCOTP, stated in his Preface to the reports of the national teacher associations, "The teaching profession must inevitably play a leading role in any attempt of East and West to gain a greater comprehension of each other's basic values."

Fortunately, no one need approach this problem cold. Much effort is already being expended to foster such understanding in schools all over the world. In reply to a questionnaire on what is being done to this end by schools in the various countries, about two-thirds of the reporting associations indicated either that their local efforts are satisfactory or that the activity in this direction is increasing. To a large extent, they noted an awareness on the part of the teachers of the necessity for increasing efforts along these lines.

Almost any of the academic disciplines can be utilized for purposes of teaching such mutual appreciation, but those most commonly resorted to are the social studies and foreign languages. The creative arts also offer wide possibilities to a resourceful teacher. And, in general, it was observed that the best of this type of



teaching is not what is done explicitly; rather it is a result of the attitude of the teacher and can thus arise from any school discipline.

Perhaps the single best road to mutual understanding is that of the exchange of persons. Such exchanges are widely and increasingly sponsored by the schools, sometimes involving students and sometimes teachers. Along the same line are the many opportunities now existing for study abroad; and, although not normally available to students with less than a high school diploma, they do offer a rich and unique experience for teachers.

Despite the growing teacher awareness of the importance of their mission in furthering international understanding, many obstacles still prevent the complete fulfillment of the school's aims in this field. The one most frequently reported by teacher organizations throughout the world is lack of suitable materials for students and teachers. Another very common one is the lack of time in the curriculum. However, as was often

pointed out, a really interested teacher can succeed in working much useful material into the regular course of study. This seems chiefly to be a matter of determination and ingenuity in selection of approach. It is encouraging to note how much is being done already; it is even more encouraging to see the growing interest and enthusiasm on the part of teachers, which in turn will lead to ever greater efforts.

Certainly it is not within the capacity of any individual to understand completely all the diverse cultures of this shrinking, yet still vast, world. Even if one wished it, the limitations of time, opportunity, and one's own capacity would stand in the way. Perhaps the most important thing, after all, is to acknowledge the need; and, if we are indeed men of good will, we will have acquired the proper spirit of humility with which to embrace all men as brothers, and the proper generosity of soul with which best to help them and to work together for the universal peace to which we all aspire.



No one is so vain of his national culture as he who knows no other; conversely, it is difficult not to respect a people whose masterpieces one loves, whose joys and sorrows one senses.

—Georges Fradier

East and West: Towards Mutual Understanding? Paris: UNESCO, 1959. p. 37.



"... a wind is rising,
and the rivers flow."

—Thomas Wolfe

Marion Edman

A WIND IS RISING

A Global View of Education

IN A LETTER Thomas Wolfe wrote shortly before his death:

To lose the earth you know, for greater knowing; to lose the life you have for a greater life; to leave the friends you loved for greater loving; to find a land more kind than home, more large than earth—

Whereon the pillars of this earth are founded, toward which the conscience of the world is tending—a wind is rising, and the rivers flow.

This article is part of a longer discussion on education prepared as a tribute to Dr. Dora V. Smith upon her recent retirement from the University of Minnesota.

Exactly what Thomas Wolfe had in mind when he wrote these lines I suppose no one knows; but from his general attitude toward life, it seems reasonable to think he was envisioning a world which transcends the limitations of national boundaries, with equity and justice for peoples in all places, one which gives full opportunity for the development of human values in all realms of living. Certainly in our age it is true that the winds have been rising toward the conscience of the world in establishing

this equality among all the tribes and races of men. Mighty changes have occurred within the last ten years. We have seen it in political organization, in economic arrangements, in social adjustment.

It is particularly the rising wind of interest in education in the modern age and the present effort to take advantage of it on a world-wide scale that I wish to discuss. For the dissemination of the world's knowledge on a global basis is certainly one phase of the new conscience of the world.

I

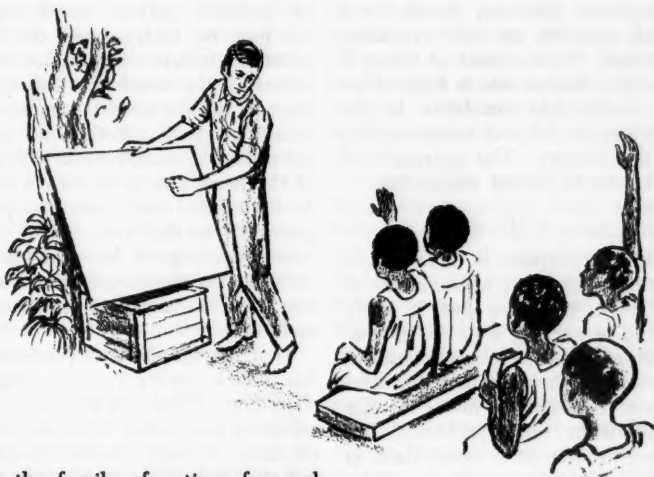
Knowledge has from the time of the ancients developed and flowered in many places. We read of the huge libraries of antiquity in the heart of the African continent. We know that Chinese scholars in earliest times possessed a vast store of knowledge. Recently I visited the ancient ruins of Angkor Vat in the heart of an unbelievably dense Cambodian jungle and was amazed to have a great number of the ruined buildings pointed out as "libraries" which in the tenth century contained the great lore and knowledge of the age. The Greeks and the Romans, and then later Europeans, developed other great libraries and finally conceived the idea of universal education for all the people. This idea was later adopted and expanded in our own country until we became the first

nation in history which has attempted to educate the children and youth of all the people.

All through the ages there has been some attempt to disseminate the knowledge acquired in one part of the world to other parts. Scholars traveled frequently from one realm to another to benefit from the wisdom of the learned men in many places. Since it was not easy to exchange books because they were scarce and often difficult to transport, the exchange of ideas had to be made principally through persons. Bright young students were sent abroad to study at famous universities or under wise men of great repute in order to bring back to their own countries the most advanced thought of their time. In more modern times this trend was accelerated, and during the early twentieth century the universities of Europe and the United States have had an ever-increasing number of students from foreign countries enrolled on their campuses.

Despite all these efforts toward wide dissemination of knowledge, large areas of the world have remained almost untouched, with the major part of their populations completely illiterate and with an entirely inadequate supply of trained professional workers to carry on the activities of modern technological life. But with the rising winds of nationalism, of independent status for many areas in the world long under colonial rule, and of desire for a respectable place

Dr. Marion Edman is a professor of education in the College of Education of Wayne State University in Detroit.



in the family of nations for each country has come also the rising wind of demand for education. This demand has almost assumed the proportions of a hurricane in comparison with the mild breath of interest which characterized it in earlier days.

II

Since the end of World War II, many programs have been developed for bringing about a better distribution of knowledge in the world: The United Nations, through UNESCO and others of its agencies; the Colombo Plan; the International Cooperation Administration of our own country as well as its Fulbright Program and the Smith-Mundt Program, in addition to numerous others of less extensive scope; the private foundations; the plans of universities, of private

societies and organizations; the activities of individuals. To list only the major organizations interested in international education would require a catalog of no mean proportions.

One of the newer and more promising aspects of this attempt to distribute more equitably the world's knowledge is the sending of expert assistance in the development of school systems to those areas of the world where universal public education has never been attempted. Usually these countries are the so-called "under-developed" areas which recently have acquired independent status or are in the process of acquiring it. Large proportions of the population are

completely illiterate; except for a small minority, the rest are semi-illiterate; the standard of living is low; the disease rate is high; there is considerable instability in the political, social and economic life of the country. The aggregate of problems is indeed staggering.

III

It is my purpose, in this essay, to attempt some sort of summary of the basic problems one is likely to find in working with the governments of under-developed countries in meeting their demand for education. It is not my intent to offer solutions to these problems, but rather to attempt to assess them in terms of the questions they pose for educators generally and particularly for us as teachers in our own country.

It must be constantly recalled that practically every "under-privileged" area has been until recently, or still is, in some form of colonial status under a foreign power, for the most part of differing cultural background from its own people. In the main, the colonial powers have all made some attempts, particularly in recent years, to establish some form of government schools, usually patterned largely on their own indigenous systems. Their reasons for this effort have not been wholly disinterested ones. I remember hearing a lecture by an American journalist, soon after the close of World War II, in which he related his conversations with five ministers

of colonial affairs in Europe. All five, he said, agreed on two points in the administration of their colonies: the need for universal literacy and the need for improved health programs. Both were considered indispensable to the defense of the empire in a modern world. As he pointed out, these two programs, if carried out, would not strengthen empires but could lead only to their disintegration as "native" peoples gained in knowledge and vigor.

That newspaperman's prediction has come to reality in a surprisingly short time. Whatever its chief contributing cause, the wind of independence among colonial peoples has risen to overpowering strength since the close of World War II and has all but demolished colonial empires. The young nations, thus hurriedly released from dependent status, have inherited an educational system of colonial days which carries with it some of the problems which I wish to discuss and which I wish to place against the background of American educational practice.

IV

The first characteristic that strikes one in evaluating the educational pattern found in these areas is its highly academic nature. This was perhaps a necessity for any colonial power whose chief interest was in educating a selected few of the native population who could be trusted to carry out the clerical details in minor posts

of government. One finds this academic stress at all levels: primary and secondary schools, and where higher education is found, especially at this level.

As one examines the curriculum of the elementary school, one is struck by the lack of application to life situations which the subject matter offers. There is scarcely any attempt to teach the social studies. Art and music are extremely rudimentary. In arithmetic one finds an abundance of such problems as this example for the fifth grade:

"Faucet A can fill a tank in 8 hours. Faucet B can fill it in 10 hours. Supposing faucets are turned on at 8 o'clock in the morning. At 10 o'clock faucet B is out of order and must be closed off. What time will the tank be full?"

(This for children in a country where faucets are almost nonexistent!)

At the secondary level one finds the array of subjects ordinarily found in the secondary schools of Europe: languages, mathematics, sciences, history, philosophy, literature. Nowhere is any deviation or enrichment to be found in the program. All practical subjects—such as homemaking, agriculture, industrial arts, commercial subjects—are taught in special schools to youth taking an entirely different course, destined for an entirely different position in society.

In the universities the leaning is toward the time-honored areas of philosophy and law. In a certain university in the Far East, during the current academic year, more

than half of the four thousand students enrolled are studying law. (This in a country sadly lacking in engineers, medical doctors, government administrators, economic advisers, and technical experts of all sorts.)

One of the most devastating social effects which have arisen from this dichotomy of training, the practical and the academic, is a disdain for any type of manual activity among "educated" men. When one of the large oil companies in the Middle East yielded to the pressure of the local government to train native technicians to take over some of the operations of the intricate machinery of its refinery, it sent a selected group of young men abroad to receive the needed technical education. Upon return to their native land, these young men announced that now they were "educated" and therefore they were entitled to office jobs in the administration of the business affairs of the company. They had no intention of working with the machinery of the industry. Such work was manual labor and suited only to the uneducated. An American working in Africa reports that in some areas where children are a great economic asset, the farmers fear the introduction of schools, quoting the proverb: "A boy educated is a worker lost."

As one analyzes this aspect of education, one comes to the realization that here an important means of social control is operating. Under a colonial system, with a

certain type of education for the selected few chosen to receive this kind of education, stability in the *status quo* of social organization was achieved. In our own country, education, as has been pointed out by numerous sociologists and anthropologists, has been a means of disturbing the *status quo* by fostering social mobility. As all societies, including our own, develop more sophistication and perhaps complexity in social organization, this role of education in helping to determine the social structure takes on greater importance. The question becomes not only "Who shall be educated?" but "How shall who be educated?" Certainly the total needs of the society in its technological demands, its social and political requirements, its basic cultural organization must be considered in answering both these questions. Long have we debated in American educational circles (and even in political circles!) the values of "cultural" versus "vocational" education, the basis upon which we should admit students to one or the other program, the ways by which the benefits of both can be applied to the youth following either line of specialization. It seems a question needing continuous study and evaluation, with full consideration to all values concerned, both personal and social.

V

The second feature with which one is struck in schools of the type just described is dependence upon

a rigid examination system. This system extends from elementary grades through the university. The questions are usually formulated in a central office of government, administered by officers of the government, and evaluated by specially designated teams. The results given out are fixed and final, and they serve as a screening device for eliminating large numbers of children from continued education at the next level. As one might expect, the questions are extremely academic in character and based on an extremely rigid curriculum which must be learned by rote in order to reproduce the material in written form. The examination places great stress on handwriting for the examinations are long and subjective in nature. (We have long understood in America the psychological impact of legible handwriting upon tired examiners who must read great numbers of pages of subjective examinations, usually under great pressure of time.)

Here again we come up against one of the vexing problems in education: What *are* appropriate standards of performance throughout the various stages of the educational ladder and how shall performance be measured? In American schools we have all but abandoned the examination system, insisting that all measuring sticks are too crude really to give any accurate indication of true performance. To peoples committed to the type of measurement in education just



must be carefully considered in determining the size and kind of mesh which permits passage from one educational level to the one next higher.

VI

The problems of adult education are particularly pressing in those areas of the world where illiteracy

described, our practices indicate unbelievable laxity in maintaining any level of academic standard whatsoever. Perhaps here is where educators everywhere need to take careful stock: How can the results of education be measured, in order not only to secure a satisfactory level of performance in the learner but also to show the efficacy of teaching method and procedure, without the total learning process becoming a slave to rote learning, without incurring the terrible human waste of branding children as "failures" because at the end of a certain period they fail to measure up to pre-determined levels set for the *group* rather than for the *individual*?

Much study needs still to be done in all countries in the areas of child development, psychological testing, aptitude testing, and the means of measuring achievement set up in terms of the results of these studies. Certainly the needs and rights of the individual as well as of society

is high and where all forms of education, except learning traditionally handed down in the family from one generation to the next, have been lacking. In most areas where the new wind of nationalism has recently risen, it brings with it a strong demand for some form of education for the masses.

Education for adults usually takes first the form of literary classes. Often the newly formed governments in their extreme sensitivity put considerable pressure on the population to acquire immediately the knowledge of reading and writing. Recently in one country of the Far East a presidential order went out saying that each dwelling was to have affixed to it a list of the names of the persons residing therein and that it was a responsibility of the head of the house to indicate with a "cross" those who could read, with a "ball" those who could not. It was then the duty of the local police, after several weeks, to check those

individuals with "balls" after their names to see that their deficiency had been corrected! Appropriate penalties were designated as a proper spur to learning!

One recognizes at once the fallacy of such an approach, but one respects the urgency which prompts such action. Certainly democracies can exist only with literate and enlightened people. Most new nations are embarking on bold ventures to become and to remain democratic in their forms of government. How well these efforts will succeed is still somewhat in doubt, with all the handicaps which must be surmounted. If it fails, perhaps the urgency for universal popular education will diminish.

One of the hopeful signs of the moment is the attempt to tie together the education of the youth and the adult population in an organizational pattern called community education. Recently the United States Office of Education published a round-the-world report of such programs in action entitled: *The Role of the School in Community Improvement*. UNESCO has to date set up three training centers for giving teachers the proper skills and background for such teaching: in Mexico, in Egypt and in Thailand. The content of the educational program stresses health, agriculture, home and family living, simple home industries. At every possible opportunity the adult members of the community are brought into regular classroom

situations at times when the children are not using the facilities. Whenever feasible, adults and children cooperatively carry out projects in the community under the stimulation, guidance, and cooperation of the school.

Such programs are only in their initial stages of development and are being tried only in areas which are primarily rural. What can be done with such an approach in urban areas, which are more complex? That question has not yet been answered.

Nor in the United States have such questions yet been satisfactorily answered as to what types of adult education should be carried on, and how such programs should be worked in conjunction with the more formal type of training of children and youth, even though automation promises in the very near future to increase greatly the leisure time of all groups of citizens. With the development of television almost unlimited opportunities present themselves, but to date no one seems to have the answers to such questions as these: To what ends shall adult education be directed? Who shall be responsible for it? What special aptitudes and training do teachers in these programs need to possess? What part shall established institutions of learning play in the program?

Perhaps out of the many experiments now being tried on a worldwide basis, principally among peoples of relatively simple social organization, will come answers to

problems of adult education for the more complex, highly-organized societies. For whether the society be simple or sophisticated, change occurs with lightning speed in the atomic age; and all adults, no matter where they live, must be constantly educated and re-educated in one way or another. Perhaps the best contribution which the school can make to this life-long program of learning is to develop in the individual his maximum powers of adjustment. Certainly it is possible that today's truth may be tomorrow's error in practically every realm of living. Only by constant re-learning can the individual hope to keep his place in our rapidly-moving age, no matter in what society he happens to live.

VII

In practically every country but our own, one is struck with the attention to foreign languages at every stage of the school program. There are reasons, of course, for the omission in the curriculum of the American school. Until recently we have been, perhaps, the most polylingual nation in the world, with immigrants from every corner of the globe speaking their native tongues. To achieve national unity, we found it necessary to concentrate on learning the common language. Furthermore, we have had a certain self-sufficiency and a policy of isolation which made contact with other lands a matter of choice rather than of necessity.

This situation does not hold for most of the countries of the world. For reasons of trade, of politics, and of culture, the learning of one or more foreign languages is considered of paramount importance, in many instances even at the elementary school level. The problem of language may be made even more difficult because of certain internal situations within a country, such as where the native spoken language has no body of written literature or where the country is divided into many dialect-speaking or only partially related language groups. The paucity of the native language for the complexities of modern life may make doubtful the value of attempting to translate from other tongues even basic learning materials. Recently it was called to my attention that a language spoken by over twenty million people has only one word which signifies "boat." Any attempt to designate differences in *steamer*, *sailboat*, *submarine*, or *barge* would meet with failure, since such vocabulary does not exist. The same lack of specificity in terms would hold for any number of fairly common class names.

Under such handicaps some countries still carry on their entire educational programs in a foreign tongue. In the country of Lebanon, for example, first-grade children begin immediately to learn to read, write, and speak both classical Arabic and French. The language spoken at home is a local dialect of Arabic, only very distantly related

to the classical form taught in school. Thus at the age of six, children struggle with two foreign languages, one of which is read from left to right, the other from right to left. Further, the two have absolutely no similarity of symbol or form. By the time these children reach the sixth grade of school, all instruction, except Arabic as a literature, is in French. From this level on through the university, text books in Arabic in nearly all fields of study are lacking. Children who have little or no facility in language thus become the earliest victims of the examination system described earlier and are forced to drop out of school, no matter what their aptitude may be for learning in other areas of study.

With the growing interdependence of the world, the need for a world language is increasing. That this language will be English seems an almost assured fact. Therefore some will argue that American children have great advantage over other children, that they need not master a foreign language, but can devote their energies to becoming proficient in the use of their own. The question, however, cannot be resolved so lightly. If our nation is to assume and hold a position of world leadership, is it not imperative that a reasonable number of our people develop reasonable proficiency in a reasonable number of languages in order to carry on cultural exchange as well as international policies and business? But granted that this question is

answered in the affirmative, puzzling questions remain. Just *which* languages shall be taught to *which* students at *which* grade levels are certainly problems for considerable research and study. Active participation in the economic, political, and cultural affairs of the world would seem to demand that we not lose the rich benefits of preserving some of the polylingual heritage which, through our immigrants, was once ours.

VIII

Earlier I called attention to the fact that a multiplicity of official, quasi-official, and organizational programs now foster an exchange of educational experience and knowledge. I believe this phase of administrative organization will disappear as the emergency of our age subsides. I would hope eventually for a more natural and steady flow of students and teachers and ideas from country to country. These exchanges would be stimulated and perhaps supported by professional organizations, international in character, which would arrange constantly not only interchange of personnel but of professional books and magazines; organize conferences; plan and execute research; agree upon standards of performance; and serve generally as a kind of world conscience to insure that educational development throughout the world keeps pace with other forms of progress. Certainly one hopes that the educational arm of the United Nations, whether it be

UNESCO, or a similar agency, will steadily gain in prestige and in scope of program.

IX

It now remains to say a word about the values accruing to the individual who attempts to give assistance in this program of educational development around the globe. The quotation from Thomas Wolfe applies to the persons involved as well as to the program. Such an educator must, indeed, lose and leave behind him much that he held important in his former activities as a teacher or administrator in the schools of his own country. Many of his most cherished ideas may not prove feasible in the new situation. But out of such experiences often comes a new feeling of wonder at the diversity of man's cultural

achievements; a keener sense of the common bonds that bind all human life together, no matter how diversified the outward forms may be; a fresh respect for the intelligence of man so equitably distributed in so many varied physical types; more active sympathy and understanding for the varied ways in which men attempt to solve the common problems of human life.

Certainly such a teacher should gain new confidence in the power of education to meet the challenges which life poses to human beings, no matter what the pattern or the substance of the program may evolve to be. Finally, it should give such teachers a clearer perspective of the problems faced at home by their own countrymen and perhaps some new insights as to how these problems can best be met in their own culture.



The pupils now at school must be imbued with the vital importance of the whole process of learning and study to national survival. They must learn to work hard and like it.

But this cannot be achieved by preaching and scolding nor even by threats that the Communists will get them if they don't watch out. Our children will work harder if they are interested in their work and see its relevance to the problems of the day and to the ever-changing world in which they live.

—Agnes E. Meyer

Opening Session of 1960 ASCD
Conference, Washington, D.C.

AND NOW IT'S GUIDANCE In the Elementary School



Anna R. Meeks

THE NINETEENTH century saw the beginning of tremendous progress in the natural sciences, in technology, and in the conquest of space. Dr. Leo Kanner in 1948, in his book, *Child Psychiatry*, suggested that historians of the future "will record another, not less epochal advance in the evolution of knowledge: the discovery of the human being as a legitimate object of scientific curiosity."

Dr. Kanner finds the motivation for this scientific concern for man in "the ideas which prepared and made possible the American and French revolutions." These political and philosophic developments brought a growing respect for the

rights and needs of the individual. "There came," he says, "a recognition of the heterogeneity of the real people who inherit this earth. . . ." In this new scientific orientation we discovered that people are "living, feeling, thinking persons relating themselves to each other in a vast variety of ways."¹ Guidance is firmly based in the concern for the individual which was a natural development of these forces.

American democracy with its concern for the individual has challenged the United States to strive for adequate standards of health and decency for every living American. Education in America has developed as a unique response to this "great American dream."

Dr. Anna R. Meeks has been guidance supervisor in the Baltimore County, Maryland, schools since 1946.

¹Leo Kanner, M.D., *Child Psychiatry* (Springfield, Illinois: Charles C. Thomas Publisher, 1948), pp. 3-4.

McDaniel says: "... the chief purpose of education is to help individuals become increasingly self-directive and capable of creative and purposeful living."² Certainly, the realization of the American dream depends upon a mature citizenry and education is expected to play a large role in the development of mature individuals.

Traditionally, guidance has been concerned with helping individuals fulfill their potentials for growth. Automation and the space age era, with the resulting manpower shortages, have emphasized the guidance role in helping individuals discover their talents and find opportunities for developing and using their abilities. For several decades guidance as an organized service in the school, with counselors assigned to provide specialized services, was limited to the secondary school. Vocational and educational placement became the ultimate goal of such services. Guidance in the elementary school is today a promising frontier in education. It needs exploration and development, but report after report calls for increased guidance and counseling services in the elementary school. Such an emphasis is both developmental and preventive. The demand for such services reflects the genuine concern for helping every individual to discover and to make maximum use of his potential abilities. This is a natural outgrowth of the influences which

impinge upon education through the society for which the program of education is designed.

Four significant developments in the twentieth century are largely responsible for the development of organized guidance services in the elementary school. The mental hygiene movement, improved methods of educational measurement, the development of child-guidance clinics, and the child-study movement with its emphasis upon the theories underlying human growth and development have brought demands for earlier identification of individual differences for better development and utilization of human resources. More recently the emphasis upon the education of the academically talented pupil and long term research in the area of factors which influence vocational choices and ultimate satisfaction in the chosen career have served to emphasize the need for specialized guidance services from the time a pupil enters school until he is satisfactorily placed in college or a job.

The developments in elementary school guidance reflect the impact of scientific findings in the first half of the twentieth century. McDaniel has summarized these as a basis for his discussion of guidance in the elementary school.³ It is possible to relate nearly every aspect of the guidance services to the schools' efforts to provide educational programs which gave cognizance to the needs of the individual and of society as these needs became

²Henry B. McDaniel, *Guidance in the Modern School* (New York: The Dryden Press, 1956), pp. 7-8.

³*Ibid.*, pp. 43-49.

evident through scientific findings.

The increasing demand for expanded and improved programs of guidance in the elementary school is based upon some implications of these scientific findings. It is generally accepted that the period of transition from home to elementary school makes serious demands upon the child's ability to adapt and that such a transition is filled with potential frustrations. Recognizing that these frustrations may affect the mental health of the child and that they may set up patterns of adjustment to the demands of his school life which will influence modes of problem solving later in life, the school endeavors to provide every possible help for the child. This is not to be interpreted that the child is being pampered, but rather that he is being assisted to develop modes of behavior which will slowly but surely lead to independence in solving his problems and meeting his needs. This is an essential aspect of becoming a mature individual.

Research in the area of vocations indicates a close relationship between success and satisfaction as an adult worker and good modes of behavior in solving problems, developed in early childhood. Of greater significance is the evidence that learning to read or to perform effectively in any of the areas of academic learning may be hindered by emotional blocks which develop when the child finds himself unable to meet the demands of home, school, or peer group. Elementary

school guidance is continuing to grow in proportion to increased understanding of these facts.

Recognition of the heterogeneity of the school population and of the important fact that each individual has his own rate of progress as he grows, develops, and matures in a regular orderly sequence has brought demands for earlier and more effective identification techniques. Interest in readiness for learning, rate of mental growth, motivation for learning and in other factors which may assist or hinder learning stimulated the development of programs of standardized testing. This aspect of guidance has its roots in the work of Binet whose test of general mental ability was developed in Paris in 1905 at the request of the Minister of Education. Significantly, this test was devised to screen out those children whose learning ability was so low that the school felt it could offer no educational program which would be profitable to either the child or society. The shift from such a negative approach to the more positive one of using test results to help develop programs of education which are varied and flexible enough to provide educational experiences for all children has been slowly occurring over a period of a half century.

It has become evident that standardized tests are valuable instruments, but that inept handling of test procedures or of the interpretation of test results can be most harmful. Schools feel a need for

expert assistance in the administration and interpretation of their test programs. Schools are also seeking a variety of appraisal techniques as it becomes evident that tests are only one approach to understanding the child.

The newer academic disciplines—anthropology, sociology and psychology—focused attention upon man's relationships with his fellow men, with society, and with himself and gave impetus to the growth of the Child Study Program in Education. A number of large universities developed programs in the area of human development, and a synthesis of the findings of many academic disciplines was brought to bear upon the problems of individual differences and of the personal, social, and educational needs of the school population.

The Child Study Program, which the writer observed in Maryland, was developed under the leadership of Dr. Daniel A. Prescott of the Department of Human Development at the University of Maryland. This program emphasized the teacher's need to study each child in her class and gave emphasis to the teacher's key role in the guidance services. Teachers in the elementary schools responded to this program and soon began to use observations with anecdotal records, socio-grams, informal interviews, and autobiographies or other creative activities to discover the uniqueness of each child in the class. Out of this program elementary schools have developed a

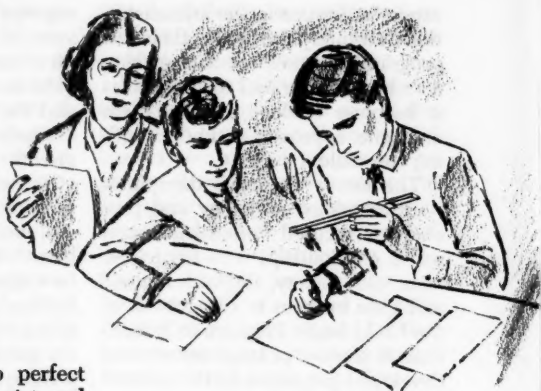
concept of guidance as a point-of-view in education. This point-of-view emphasizes the need to provide an environment in the school and the classroom which will offer a maximum incentive for personal growth and development.

Schools are in the process of developing a system of records, which will include material in all areas of human development and which will be organized to permit a meaningful analysis, to ensure effective use of the information which the teachers are obtaining through the many techniques of observation and study. The specialist has a role to play in this process of making records truly developmental rather than sporadic, unrelated, and isolated bits of data. Counselor and school nurse working with the teachers in an elementary school help to provide significant records through leadership and assistance in the collection, organization, and interpretation of data in the various areas of human development.

As teachers grew in their ability to recognize individual differences, they began to ask for help in meeting the needs of pupils who had developed emotional blocks to learning or who had problems in the area of personal relations which made it difficult for the child to function in the normal classroom setup. At first teachers were inclined to see only the aggressive child who was a disturbing influence in the class. This was natural because the child's needs were so evident and because every child in

the class was suffering from the lack of personal control exhibited by the child. One inevitable result of the Child Study Program and of the work of counselors in elementary schools has been a change in the nature of the problems for which teachers seek help. Recent surveys of referrals to counselors showed that teachers were growing in their concern for the child who is too perfect or the child who is too quiet and who seems to be completely isolated from the rest of the group. They recognize that these children are meeting with far less success in handling their problems than is the aggressive child and that the symptoms which they are showing give evidence of fears and insecurities which will result in very unproductive and unsatisfactory adult lives.

Teachers are also growing in their understanding of the relationship of these emotional problems to the child's ability to use his potential academic ability. One natural outcome of teacher awareness of problems and of teacher interest in finding help for the child is an increase in warmth in the teacher's relationship with the child. This understanding and warmth can of itself help to remove pressures from the child and may, if the problem is not too deep-seated, give the child periods of



security which will enable him to experiment with his reactions and behavior patterns.

The primary role of the elementary school counselor is, of course, to work with these children in counseling situations which will permit the child to see himself more realistically and to gain a greater sense of his own personal value thereby freeing him to plan for improved modes of behavior. This is a time consuming task and requires a basic skill in the counseling interview as well as a counselor personality which can wait patiently for change to occur. The counselor must be a mature individual who has solved his own problems and who is therefore able to permit the child or his parents considerable freedom in the area of self-exploration and self-understanding.

Most elementary school counselors have been appointed in the last

ten years. The supply of well-trained counselors is woefully inadequate. School budgets do not as yet provide adequate financial support for the development of counseling programs. It is of concern to the writer that the National Defense Education Act of 1958 was specifically written for secondary schools.

The demand for counselor services in the earlier years of the school experience is increasing as it is recognized that in the early years guidance efforts are often more effective since habits are less firmly established; parents are closely and effectively involved with the school and are accessible; and grade school teachers have a close, continuous contact with children and know them well. The next ten years will probably see general acceptance of this fact and elementary school guidance will most likely expand at a rapid rate. It is important that this expansion shall be based on scientific findings about the child and how he grows, develops, and matures. It would be tragic if this program became a watered down secondary school program.

Identification of children with problems calls for supporting services which will help to meet the needs of these children. The mental hygiene movement, which began in 1909 with the work of Clifford Beers, while first emphasizing the mental health of adults, led to the development of child guidance clinics and finally resulted in the development of child psychiatry as a

specialization. The first child guidance clinic was set up in 1921 in an effort to meet the needs of children who were unable to function in normal situations. This came about as a direct response to the problems which society was facing and which the school faced as it endeavored to meet compulsory school attendance laws. Here children received psychological study and were given some therapy. It was not possible however for the limited number of child guidance clinics to meet the needs of all children identified in the school. One of the more recent trends has been the development, by the school, of supporting services with a team of specialists serving as consultants and assistants to the teachers and the counselors in the school. Such a team includes psychologists, school nurses, test experts, visiting teachers who are social case workers, reading specialists, and guidance personnel. Under the coordinated efforts of such a team, systematic assistance is provided to the school in its work with children who have adjustment problems. The case conference technique is proving a good method for coordinating these many services. Teachers who participate in conferences, where all members of the team bring their skills to bear upon a problem, receive valuable in-service training in the recognition of problems and in an understanding of methods which may be used to help meet the problems which are uncovered.

Any educational program which


is growing as rapidly as the guidance program in the elementary school and for which demands are increasing, needs to take careful thought of the direction in which such expansion is taking place. The American School Counselors Association, a division of the American Personnel and Guidance Association, felt a need to consider the whole problem of guidance in the elementary school and appointed a committee to prepare a report which might serve as a basis for a discussion and which might stimulate interest over the nation. A tentative copy was released in April, 1959, at a session of the National Convention which was held in Cleveland. The report stimulated a great deal of interest and it offers some direction for determining the scope and nature of the guidance function in the elementary school. It also gives attention to qualifications for elementary school counselors, stressing the fact that the functions which compose the guidance services should determine or define the counselor's preparation. The report calls for depth of understanding in such areas as the basic goals of guidance, child development, personality development, theories of counseling, group dynamics, classroom teaching, curriculum trends and development, school administration, public relations, and organization of guidance services. It also emphasizes the need to develop understandings as well as specialized skills and techniques in the areas of the services.

In addition, attention is directed to personal qualifications for counselors, a matter of great importance in any program of counseling.⁴

The urgency of the demand for counseling services will be intensified as children continue to be subjected to increasing pressures from world tensions, changing economic life, social mobility, breakdown of the home, changing values and standards, and rapidly growing school populations with large classes and too few professionally prepared teachers. The next ten years will probably see an unprecedented expansion in the number of elementary school counselors and in the supporting services which will be offered.

The challenge is great and carries a responsibility to see that guidance in the elementary school meets professional standards and develops in relation to the total education program. However, the challenge is not too great nor are the demands for services too heavy, for guidance services are rooted in American democracy and its concern for the uniqueness of the individual. Many forces in society are impinging upon this concept and guidance has a role to play in helping each child find a sense of personal worth and a motivation to become the best possible "self." The creeping paralysis of conformity can be checked if we care enough to spend time, energy, and money in this important aspect of human development.

⁴Unpublished report of the Committee on Guidance in the Elementary School: American School Counselors Association.



1960 International Convention

**AMERICANA HOTEL
Bal Harbour, Florida**

August 8-14, 1960

1960 International Convention

AMERICANA HOTEL, BALTIMORE, MARYLAND

PRE-CONVENTION SESSIONS

Monday, August 8.....Meeting of International Administrative Board

Tuesday, August 9.....Meeting of International Executive Board

Luncheon for members of the Board

TUESDAY EVENING.....FLORIDA NIGHT

REGISTRATION

Sunday, August 7.....1:00 p.m. to 8:00 p.m.

Monday, August 8.....8:00 a.m. to 6:00 p.m.

Tuesday, August 9.....8:00 a.m. to 10:00 p.m.

CONVENTION SESSIONS

Wednesday, August 10

9:30 a.m. — Opening General Session

Reports of President, Executive Secretary, and Treasurer

2:00 p.m. — Second General Session

Reports of Editor and Regional Directors

Business

7:45 p.m. — Third General Session

The Many Faces of Change

9:45 p.m. — Southeast Region extends hospitality

Thursday, August 11

8:30 a.m. — Special Breakfasts

State presidents and executive secretaries

State treasurers

Publications and Publicity Committees (all levels)

Chapter presidents

9:30 a.m. — Curbstone Clinics

State presidents and executive secretaries

State and chapter treasurers

State and chapter parliamentarians

Chapter presidents

Committees

Convention Program Outline

HOTEL, BAL HARBOUR, FLORIDA

- 1:00 p.m. — Birthday Luncheon
Presentation of Educator's Award
Scholarship Program
- 3:30 p.m. — Free time for short boat trips, swimming, and sun bathing
- 7:30 p.m. — Fourth General Session
Women's Leadership Role in the Changing Scene as viewed by
representatives from other cultures.

Friday, August 12

- 8:00 a.m. — Regional Breakfasts
- 10:00 a.m. — Fifth General Session
Tomorrow's Frontier Stretches to the Stars
"Together walk ye,
Together speak ye,
Together know ye your minds."
—Hindus
- 1:00 p.m. — Polls open for election of officers
- 2:00 p.m. — Sixth General Session
Reports and business
- 6:30 p.m. — Tropical Garden Dinner
- 8:30 p.m. — International Executive Board Reception
honoring Mrs. Eunah Temple Holden
- 9:30 p.m. — Night Tour

Saturday, August 13

- 8:00 a.m. — Installation Rehearsal
- 9:00 a.m. — Necrology Service
- 9:30 a.m. — Seventh General Session
Business
- 12 noon — Regional Luncheons for State Presidents and Regional Directors
- 1:30 p.m. — Meeting of International Executive Board
Tours and swimming for other members
- 6:00 p.m. — Installation of officers
- 7:00 p.m. — Presidents-Founders Banquet
Speaker—Dr. Anne Gary Pennell, President of Sweet Briar College

POST-CONVENTION SESSION

Sunday, August 14

- 8:30 a.m. — Breakfast of the new Administrative Board

Florida Beckons to You

to have *Fun in the S*

Maudie Charlton Cook

MISS OLA HILLER, our capable and lovable International President, has set the tone for our International Convention to be held in Bal Harbour, Miami Beach, at the luxurious Americana, 9701 Collins Avenue. In a recent letter she wrote, "There, on the sea-washed golden sands, we shall pursue our quest for greater accomplishments, feast on the exotic beauty of this tropical area, and enjoy a never-to-be-forgotten experience in genuine spiritual fellowship."

Indeed, the golden sands of Florida glisten expectantly, inviting all members of Delta Kappa Gamma International to spend their

vacations here amid the beauties of the South.

What does the Americana offer you for this delightful vacation? First of all, one of the most beautiful and friendly hotels will be your home during the convention. Ten acres of pool-side and ocean-front gardens are inviting at any hour. The hotel is being turned over to us and all facilities will be made available for our use. The guest rooms, spacious and tastefully decorated, have an ocean view and private dressing rooms. If you should wish a suite, you will find these are complete with kitchen units and living rooms. The Americana is noted for its unsurpassed food and the extra touches that make the difference.

Mrs. Maudie Charlton Cook, general chairman of the 1960 International Convention, is the Florida state president.

re Sun



at the Americana

The American, or package plan, begins with breakfast Wednesday, August 10, and concludes after the banquet and lodging Saturday night. This plan takes care of all breakfasts, luncheons, dinners, as well as one's personal meals. For those of you who arrive early or stay beyond the official convention dates, the European plan rate of \$7 per person, per day, two in a room, will prevail. For those not staying at the Americana, the rates for special breakfasts and other occasions will be found in the February 1960 issue of the Delta Kappa Gamma News.

The Greater Miami area offers many interesting tours by bus, air and boat. Undoubtedly you will want to explore some of these.

Week-end tours have been arranged from August 5 to 8. You can begin by going by air or boat to quaint Nassau, the British Isle so close to the mainland of the United States or try island hopping to Jamaica and Haiti. You will never forget the wonderful things you will see on these most enjoyable trips with other members of Delta Kappa Gamma. When you return you will have time for some of the local tours planned for your sightseeing pleasure. The greater Miami City tour will give you fifty miles of sightseeing covering the fascinating Magic Cities of Miami, Coral Gables, Coconut Grove, and Miami Beach. Your guide will keep you spellbound with interesting stories of the history, the architecture, the

tropical flora, and the people of Greater Miami. You may visit the Parrot Jungle, a beautiful natural jungle which forms the backdrop for the world's most colorful and unusual tropical birds. Along with this trip you will visit Fairchild Tropical Gardens, the home of the largest collection of tropical plants in the United States in a setting of unsurpassed beauty. You will also be able to take the Seaquarium tour, where you will come face to face with the wonders of the sea through 226 picture windows set at various levels in the side of a vast show tank. All of these local tours take about four to five hours each and are planned several times so that you may visit them all.

If you come a day early you may take the all-day trip to Key West. This unusual trip takes you over the over-seas highway, through the Florida keys to a very old historical town which tells much of the romantic history of Florida.

Activities

Popular with those vacationing and attending conventions at Miami Beach are the Pop Concerts given in the air-conditioned Miami Beach Auditorium by the 62 professional musicians who make up the University of Miami Summer Symphony. Mr. Raymond Paige of Radio City Music Hall will be the conductor on August 7, at 8:30 p.m. Mr. Arthur Fiedler, of Boston, will be the conductor on August 14. Because these concerts are usually a "sell-out" it would be to your

advantage to secure your tickets in advance by writing directly to Mrs. Marie Volpe, Symphony office at the University of Miami, asking that you be placed in a section with other Delta Kappa Gamma members. Tickets are \$1.25 for the balcony or \$2.50 for table seats. Transportation will be provided.

FLORIDA NIGHT, which is our time for "fun and fellowship," will be on Tuesday evening. Do learn your STATE song and come prepared to SING! To quote the words of the International Music Chairman at Minneapolis, "If you can sing on key, do so gloriously; but if you can't, sing gloriously off-key." Let's make this a "singing" evening. "Jeanie" will be on hand to sing many of the Stephen Foster songs. After a program filled with surprises, members in authentic Seminole, Spanish, and true Southern Antebellum dresses will serve refreshments in the patio. Here you may select your Florida souvenir, watch the water show, and experience the thrill of renewing friendships under the waving palms and Tropical Miami Moon.

Wednesday is the day for making "new friends." At this time each of the ten states in the Southeastern Region, in keeping with the gracious custom of Southern hospitality, will extend to you a hearty welcome in an unexpected way.

At the special breakfasts on Thursday morning state presidents will drink water from Ponce de Leon's "Fountain of Youth," state treasurers will enrich their treasuries

with money directly from Gasparilla's treasure chest, Publications and Publicity chairmen will be given enough "material" to last for years, and all chapter presidents will truly have "sand in their shoes" when the breakfasts are over.

Although the programs for the Regional Breakfasts are the responsibility of the four directors, the members from the "Citrus Belt" of Florida will decorate and provide the extra features for these breakfasts.

The Tropical Garden Dinner, served in the gardens of the hotel, will be a fitting prelude to the International Executive Board Reception honoring Florida's outstanding member, Mrs. Eunah Temple Holden. Beta Chapter, of which Mrs. Holden was a member prior to her leaving for Austin, and a committee appointed from the Executive Board are working on plans to make this a memorable occasion.

In order to be effective, the decorations and theme for the Birthday Luncheon, which celebrates our thirty-first birthday, must remain a secret. Suffice it to say that each of you will have a part in this impressive observance.

At the Founders-Presidents Banquet, Saturday evening, a Florida hostess seated at each of the two hundred tables will bid you a fond "goodbye" and present to you, a parting "golden" memento, of the "golden" hours spent on the "Golden Sands of Florida."

Recent Articles

Have you found time to read the articles written by Margaret White Boutelle in the Winter issue and Elizabeth Sidebotham White in the Spring issue of the *Bulletin*, as well as the recent articles in the *News*? How delightfully these members have brought to us word pictures of Florida's charm, as well as pertinent information for our convenience.

Specific instructions for reaching the Americana which is conveniently located to all air, bus and rail terminals, as well as to the "Sunshine Parkway" and to U. S. 1, will be found in the material attached to your *pre-registration* receipt. Do cut out, fill in and mail promptly the various registration and tour blanks you have received in recent issues of the *News*.

What to Wear

You may be concerned about the type of clothes to bring to the convention. Florida's fashion keynote is comfort. During the summer months, cotton dresses in cool pastels and floral prints are favored. Sun-back dresses, often with matching cardigans or boleros, are popular for daytime and informal evenings. You may wish to bring a sweater to wear in air-conditioned meeting rooms. Bathing suits and caps are a "must," together with a beach jacket and pool shoes such as "thongs." Formal dress is appropriate (but not compulsory) for the Presidents-Founders Banquet Saturday night.

If you wish to add to your wardrobe after you arrive, you will note that many resort styles which are created and produced here are first shown in Miami Beach's smart shops, some of which are located in the Americana.

Bring Your Camera

It's a must! Capture the beauty

of tropical Florida as the sand seeps into your shoes. According to legend, once sand gets in your shoes, you're sure to return to Florida. Begin the first day to fill your memory book with pictures and such songs as will bring to life Margaret White Boutelle's poem written especially for you.

Florida

Girt round with emerald islands,
Fair land of Florida lies.
Her fragrant breezes call you,
Her hours of cloudless skies.

Her lakes are clear as crystal,
And rich with legends old.
Her beaches wide invite you;
They're washed with sunset gold.

Within her friendly borders
She welcomes quite a host
Of tourists, transients, delegates,
Who seek her fairy coast.

She now gives warmest welcome
To Delta Kappa Gamma guests,
And promises a listening ear
To all of your requests.



The International President's Page

Ola B. Miller

Together walk ye
Together speak ye
Together know ye your minds.

—Hindus

These three lines seem an appropriate summons to the 1960 International Convention. There has never been any good substitute for speaking together to achieve a "meeting of minds." There has never been a time when the need to know our minds was more essential. The rapid progress in many fields of human endeavor since we convened in Minneapolis in 1958 places serious responsibilities upon members of all educational organizations.

In his address at the Columbia University bicentennial celebration, Robert Oppenheimer said:

"In an important sense, this world of ours is a new world. . . . One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so the years of a man's life measure not some small growth or rearrangement or moderation of what he learned in childhood, but a great upheaval. . . ."

Today changes are coming so swiftly and the demands upon educational leaders are so great that there is time only for those organizations that contribute richly to personal and professional growth and human betterment. Without vital programs to meet the challenge of newness and change, professional societies may lose the services of their most creative and dynamic members. We need to chart a course that will direct our purposes in the greatest possible degree toward helping our more than 72,000 Delta Kappa Gamma women not only increase their effectiveness but also deal with continuous change. This can be done only by the thoughtful consideration of interested members officially assembled. Every effort is being made to provide stimulating programs that will guide and inspire us to greater endeavor.

The biennial convention is also the time when the business of the Society is conducted. Here, too, decision-making can be accomplished

only by speaking together and reaching an understanding of needs and objectives.

Fellowship, inspiration, and fun are also important elements in any family gathering. Attending Mu State Convention last year, I experienced the full measure of their hospitality. You will not want to miss it. You will enjoy the friendly spirit at the luxurious Americana, the tropical beauty of the South, and the ever-changing moods of the ocean. Our hostesses have planned many delightful surprises for our pleasure. We are sure that all who attend will come under the spell of the people and the place and will feel that they have walked through Alice's mirror to become royal visitors for a few days in a paradise of beauty, graciousness, and genuine spiritual fellowship.

A Delta Kappa Gamma convention experience is rewarding in many ways. Not the least of these is the realization that we do not walk alone—that we face the future strengthened by the friendship and loyalty of a sisterhood of women educators dedicated to the same high purposes.

It is at the international level that one sees most clearly the breadth and depth of the Society's possibilities.

We stand on the rim of tomorrow's horizon.

Its hallmark is change;

Its quest is of the mind and spirit;

Its frontier stretches to the stars.



Facilitating Professional Growth



Elizabeth O. Stone

ALL GOOD teachers are interested in professional growth. It matters not whether they are the younger people who have had little or no experience or whether they have had years of experience or even see retirement not too many years ahead. In fact, the person approaching retirement may be the most eager because his opportunities in this direction will soon be a thing of the past.

What generalizations which will aid in professional growth can be drawn from the experiences of others, and can these fit in with the pattern of individual experience? What obstacles may one meet and

what attitudes must be overcome as one pursues growth in his profession? What factors will contribute to advancement or deter it as one seeks advancement or promotion?

Perhaps the two most important points to remember are that to be successful in any career there must be *continuous* professional growth and that attitudes and personal characteristics are of vital importance.

It is a sobering thought to each of us when we consider the quality of work which might have been achieved had we used our training and our abilities to the fullest. We must attain a high quality of achievement or we will have failed to discharge the inexorable

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responsibility which our training has placed upon us.

The Director of the Women's Bureau in the U. S. Department of Labor reports on a survey made of women workers.¹ Nearly half of the answers to the question, "From your experience what do you think women should do to further their advancement?" were "acquire more education and training."

To reach this goal, set up a plan in advance. What are you working for? When do you expect to achieve this? Does each day or week bring you nearer this goal? At the end of the week, mark off your achievements and be well aware of those goals which are not yet reached. If you are in school eight hours a day five days a week, what do you do with the other 128 hours? We can become so busy with the minutiae of detail that we fail to grow in our profession, and we are all aware that if we cease to become better we soon cease to be good.

The above mentioned survey reports that one person who has had over twenty years of work experience said, "Learn to think about the possibilities and interesting features of the job. Make a plan to get ahead and try to achieve that goal."

Thinking takes practice. Too often we permit the minutiae of detail to fill our time, so that when we settle down to do some thinking about the important phases of our

work, we find it impossible to think. Our minds are vacuums. There is emptiness, as one will find who attempts to think after a long period of not thinking. As Bernard Baruch observes in *My Own Story*, "Mankind has always sought to substitute energy for reason, as if running faster will give one a better sense of direction."

We are arguing that thinking takes practice. A discriminating accumulation of knowledge coupled with sustained application will aid the learning process. William Hocking reminds us that the capacity for thinking can be achieved only by thinking. However, no one should despair. Our intellectual capacities are usually much greater than we think. The only difficulty is that we do not discipline ourselves to think. As Mr. Baruch says, it is much more likely that we will substitute energy.

Ways to Professional Growth

To be more concrete, if we would develop professionally, exactly what shall we do?

1. *Spend a greater part of our free time*, especially Saturdays, reading professional literature, both books and periodicals, and doing research or taking courses by correspondence, at an extension center, or on a nearby university campus when this is possible.

Businessmen are on the job or in their offices many more hours than teachers, and they do not stay away from their work on Saturdays.

¹Miller, Frieda S. Women and Top-Level Jobs. *Journal of the American Association of University Women* 44, p. 7-10, Fall 1950.

Julian Harris, writing in the *French Review* in April, 1957,² has this to say: "... In fact, I would venture to assert that what one does from day to day may have more bearing upon his professional competence than what he might do in the course of a summer or a year of formal study. . . . Perhaps the first step toward professional improvement is to learn not to waste time on cheap books, magazines, movies, and other anti-intellectual activities and to try to cultivate the habit of serious reading and serious study at home."

If there is not a sufficient quantity of available literature, teachers might get together, buy books, subscribe to periodicals, and pass them from one to another.

You will be a much happier person if you feel that you are growing. You will be at peace with yourself and emancipated from much of the pettiness which we see in the world.

Whether your research is published or not, you are a better teacher, a more wide-awake person for having done it. You have practiced *thinking*. You have achieved intellectual growth. Whether the research benefits anyone else or not, it benefits you. Some boards of education are willing to pay a specified amount, perhaps \$15, for any article written by a staff member and published in a professional journal.

2. *Go to summer school.* What a wonderful opportunity for professional advancement is provided by three months in summer. There one can do research or one can earn credits toward an advanced degree. One shares ideas with other adults who are interested in the same profession. Attendance at summer school enables one to maintain intellectual vigor, gives one food for thought, increases one's professional growth. It enables us to improve our general education and to develop a taste for a variety of learning.

More teachers are studying in the summer than ever before. To encourage in-service growth, some boards of education pay \$5 per semester hour for approved college credit earned during the school year. Or they may reimburse the entire cost of courses requested by the staff and sponsored by the Board or provide full tuition for courses taken at the suggestion of the superintendent. Along with summer school one may be able to combine an interesting trip and cultural and other intellectual activities.

3. *Take part in Workshops.* Educational workshops are often held in the summer. Even one-day workshops may be most valuable as they enable those in attendance to solve vital, current problems. Workshops may be considered so important as to be sponsored and financed by the school board. There can be many varieties of workshops: spelling, arithmetic, art,

²Harris, Julian. Opportunities for Professional Improvement—An Editorial. *French Review* 30:392, April 1957.

guidance and counseling, audio-visual, and others.

4. *Service on professional committees* which meet outside of school hours. Such committees may be on selection of textbooks, professional problems, or philosophy of education, for example.

5. *Supplement teaching with work experience.* It may be extremely advantageous for a commercial teacher to work in an office during six or eight weeks of the summer to keep in practice, to keep up-to-date on new methods in business, to combine theoretical training with practical business experience. Likewise, an automotive shop instructor may learn much which he can in turn give to his students from working for an automobile manufacturer during the summer.

6. *Travel.* It may be possible to combine travel with summer school, or one may plan an itinerary which holds great educational and cultural values. Travel may result in lectures to other schools or church and service groups or in the enrichment of one's own classes.

7. *Participate in community activities.* Teachers need to take an active part in community activities. They need to participate as citizens in the various civic and social affairs of the community. They should seek friends and experiences beyond the schoolroom; they should feel the need of stimulus from people outside of their profession.

8. *Become a member of state and national education associations.*

The effectiveness and competency of individuals are strengthened by joining with others who are dedicated to the same objectives. Take part in the discussion groups at educational meetings. The percentage of workers in any association is always small. Plan to be among that number. Serve on committees.

9. *Visit other schools.* It is the policy of some superintendents to allow every teacher one day per year without pay deduction or loss of sick leave to visit another school.

In a city like Austin, Texas, a teacher is excused for one day to visit classes of a gifted teacher. Before the visit the supervisor talks with each teacher. After the visit the supervisor and both teachers talk together to make the visit as meaningful as possible. Inter-visitation with teachers in another system can be very helpful from ideas gained or inspiration received from talking over problems with a person engaged in the same work.

10. *Join faculty study groups.* Much benefit can be gained by faculty members studying specific problems and meeting to discuss these. The Austin, Texas, school system provides an example of this procedure, for there is a faculty study group in each building, as well as some which are city-wide.

A group of English teachers may band together to draw up methods of correcting reading deficiencies. Or the subject for study may be testing procedures, or curriculum development.

Attitudes and Personal Characteristics

It is quite possible to fulfill all of the points listed for professional growth and yet to be a failure as a teacher.

Everyone who gives a little thought to the matter will agree that few people fail because of lack of ability to do the job or because of lack of knowledge. Regrettably, failure is oftener caused by personal characteristics or attitudes. The inability to work and live harmoniously with others causes the most failures.

It has been said that the most important factor in determining our lives is our relation with the people with whom we come in contact. Emotional maturity helps us to work willingly and agreeably with others. Emotional maturity implies progress in self discipline.

Perhaps one of the most important qualities which aids one in getting along with others is great personal integrity. Self control in time of stress, humility for honors received, and appreciation for the ability of others will make our work with men and women more effective and will win respect from the administration, colleagues, and students.

Usually well-adjusted persons are the valuable members of a faculty. If you are happy in your work, you are more likely to succeed. Enthusiasm for your work and loyalty to your school and to your superiors will smooth the way for your advancement.

Your enthusiasm and interest in your work will give you an inner drive that will aid you immeasurably when things are not smooth. Self-pity, emotional reactions, hurt feelings, sensitivity to slights, and petty actions have no place in the busy life of a teacher. Good health and enthusiastic participation in the work to be done stand one in good stead. In short, enthusiasm and loyalty will keynote happiness for you.

Each of us must continually engage in objective and penetrating self-appraisal. Then we must formulate a plan for self-improvement. Discipline of self will be very important, and we might do much worse than to follow Benjamin Franklin's procedure in this respect.

In Bliss Perry's book *And Gladly Teach* he says that at one point in his life there was nothing that he wanted more than to head his class. In order to achieve this worthy aim, he states, he was willing to do anything, except work.

The teacher who wishes to improve will study, realizing that knowledge is power when employed by the disciplined and mature mind; she will engage in reflective thinking; she will develop a fine sense of values and stand by these whatever may be the cost. And to sustain her she will remember "What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value."¹

¹Thomas Paine. *The American Crisis*.

Suppose everybody goes into science and



BUSINESS EDUCATION will have important responsibilities in the missile-dominated world of tomorrow. No matter how many capable scientists and mathematicians are prepared in the present crash program in education, their achievements cannot develop beyond the creative stage without the efficient operation of business and industry, which must work hand in hand to provide the materials and services for building satellites.

The United States is superior in management, production, and business methods. The ability of our

business workers is recognized throughout the world. Our business procedures and management had much to do with winning World War II. However, our nation cannot hope to hold its own in the present highly competitive world economy unless academically talented students are prepared for responsible positions in business as well as in science. The United States is competing with Russia for both economic and scientific leadership in the world. Therefore, it is essential that an appropriate balance be maintained in our educational programs.

A broad background in general education provides a better understanding of the role one's own work

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and mathematics

- - - Then What?

*Business education faces new and exciting
challenges in the increasingly mechanized world of today.*

Dorothy L. Travis

plays in its relationship to the work of others. Business education has much to contribute to this general preparation of students to meet the adult problems of tomorrow. Because of this, business education is taking an active part in the National Education Association Project for the Academically Talented Student, along with other subject areas of science, mathematics, social studies, English, art, and music.

The business education program is two-fold in nature. There are general business courses which should be a part of the general education of all students, and there are vocational courses leading to the development of marketable

skills for those who plan to enter business.

As its part in general education, business education is responsible for the preparation of citizens who are economically literate. Courses such as general business, business economics, business organization, and business law provide opportunities for our students to acquire needed knowledge concerning our business enterprise system and an understanding and appreciation of the problems of government on local, state, and national levels. These courses also provide students with information on how to plan and manage their personal financial affairs wisely and to become intelligent consumers of the

goods and services provided by business and industry. No matter what their future vocational plans may be, all students need this preparation if they are to become well-informed, responsible, and intelligent participants in the economic and political life of our nation.

General business is usually offered in the ninth or tenth grade, and other basic business courses are more likely to appear in programs for the eleventh and twelfth years of high school. Those who favor offering general business in the ninth or tenth years believe that it can assist the adolescent at a time when the business world is becoming a more important part of his daily life and, also, that it can be a worth-while course for those leaving high school before graduation. Other business educators recommend postponing general business courses to the later high school years when the students are more mature and better able to appreciate the significance of economic implications.

Typewriting has come to be considered by some as a part of the general education of all because of its use as a tool of communication. In many schools, all students are strongly urged to take typewriting, and in some it is a required subject for all.

Typewriting is appearing more and more often in the junior high school curriculum. Recently some experimental work has been done with teaching typewriting in the lower grades. In the larger cities it

is often possible to offer separate courses for those taking typewriting for personal use and those planning to use it vocationally. However, it is generally considered practical to open beginning typewriting classes to both groups since the basic skill acquired would provide for both.

In 1954, data published by the United States Department of Labor showed that one out of every eight workers was in office work of some type. Clerical workers are the fastest growing occupational group, and it is estimated that before 1970 the proportion will increase to the point that one in every five workers will be in office work.

The 1958 *Handbook of Women Workers*, published by the Women's Bureau of the United States Department of Labor, shows that 30.3 per cent of all women employed are in the category classified as "Clerical and Kindred Workers." The report shows, further, that during the past twenty years there has been an increase of approximately 160 per cent in the number of women clerical workers.

This rapid growth in employment of clerical workers is reflected in the want-ad columns of the daily newspapers. It also explains why the secondary school enrollment in business subjects is exceeded only by the enrollment in the required subjects of the high school curriculum. Surveys which have been made in various parts of the United States show that parents and students, employers and employees, all consider business subjects



among the most worth while of those offered. These people feel that the time and effort spent in the vocational business classes are an investment in occupational insurance for the future.

The vocational business courses should be available on an elective basis. The new high school program, with its emphasis on academic subjects, still leaves room for selection of subjects of interest to the individual students. For a variety of reasons, many of those who are planning to go to college will wish to take some of these courses. For the college-bound students who plan to go into business administration, or business teacher education, high school business courses will provide a foundation for the later college business

courses. In many cases business training will make it possible for students to put themselves through college. For those who have not decided upon their future vocations, the high school business courses may have guidance values. And for all, no matter what their future plans may be, business preparation assures the possession of marketable skills.

Typewriting is usually considered a basic course for business preparation and one that is generally required for all who expect to go into office work. Administrators now realize that this is not a course which the teacher only supervises through a glass partition while teaching another subject. The successful typewriting teacher is actively teaching throughout the entire class period. In order to build skill effectively, he needs to be familiar with the psychological laws of skill development. He must also be able to teach the application of this skill in practical problems such as the typing of letters and communications of other types, manuscripts, outlines, reports, business forms, and many other business papers. The wide range of ability found in most typewriting classes requires teacher competence in providing for individual differences.

The teaching of shorthand also requires application of the psychology of skill building. Since the most important objective in the learning of shorthand is the production of an acceptable or mailable

letter, word usage, spelling, punctuation, and grammar receive constant and intensive drill. The shorthand student recognizes with increased appreciation the value of his previous courses in English composition. Some teachers who are working exclusively with the academically talented recommend shorthand for this group because its challenge is comparable to that of a foreign language.

Applicants possessing shorthand skill have little or no difficulty in securing employment at salaries considerably higher than those available to non-shorthand workers. In some cases this situation exists because the ability to master shorthand is considered an indication of average intelligence or above.

A question is sometimes raised as to whether voice-transcribing machines may make handwritten shorthand obsolete. There is little concrete evidence to support this. The demand for stenographers and secretaries with shorthand skill greatly exceeds the supply. In fact, it is unlikely that at any previous time in the history of modern business has the demand been greater than at present. It is true that the number of voice-transcribing machines in offices is increasing, and students need to have instruction in using them. However, these machines serve to supplement the work of the secretary, thus increasing her efficiency.

Recent developments in abbreviated note-taking systems should

bear watching for their value in facilitating the work of the academic student.

Bookkeeping should be required or strongly recommended since it develops familiarity with business vocabulary and business papers and procedures. It is a strong basic course for all who may later have business responsibilities of any type.

Although a student may not be placed in a bookkeeping position immediately upon graduation from high school, it has been observed that when two students of comparable ability apply for the same job, the one having had bookkeeping is more likely to be employed. The knowledge of bookkeeping is a plus value in the eyes of many employers.

One or two semesters of office practice should be elected by those wishing to go into office work. This course, in addition to a strong content in office procedures, usually includes units in grooming and personality development, which are of personal value, and filing and office machines, which are additional plus values when the student applies for an office position. The office procedures content includes such topics as meeting the public, both in person and by telephone; handling money and keeping financial records; business letter and report writing; using reference materials; and techniques to be used in applying for a job. In the study of these topics, there are opportunities for the practical

application of the fundamentals of English and arithmetic.

Since the ability to work with others is essential for success in a business position, the development of traits such as judgment, resourcefulness, initiative, dependability, and tact receives special attention in this course. The competent teacher knows that teaching is much more effectual than preaching in this phase of the work. Role playing and the use of case studies are especially effective procedures. The student is faced with a typical office situation or problem, and he is expected to suggest a possible solution. Very often there is no one right answer, and this brings into play the importance of judgment.

In the larger schools there may be a secretarial office practice course for the shorthand students and a clerical office practice class for the non-shorthand students. In smaller schools the two groups may be combined. However, the separate clerical course is becoming increasingly popular. Here, as in typewriting, the range of ability may be wide, but the challenges of office work cover just as wide a range. Therefore, there are opportunities for clerical workers of high intelligence and many other opportunities for those capable of handling only simple routine duties.

Many business workers today are engaged in sales work. Courses in salesmanship and retailing may be offered to the students for whom

sales work has an appeal. The distributive education course combines sales courses with a cooperative part-time work experience program.

In many schools, the students in both the distributive education and the office practice courses are participating in cooperative part-time programs. These students are expected to complete the same well-rounded high school program as other students, but they also spend approximately fifteen hours a week in a sales or office position. They may work after school and on Saturdays, or they may take summer school courses in order to allow additional free time for work during their senior year.

The effective part-time program is a cooperative one in which the employer and the teacher work together to see that the student receives experience in a variety of duties typical of the business in which he is employed. This program gives the business teacher an invaluable opportunity to work closely with those in business, and it is one of the best ways available to sell the schools to the businessmen of the community.

It is important that the advanced vocational courses in preparation for office or sales work, as well as any part-time experience, be scheduled immediately prior to graduation from high school in order that the skills will be at their peak at the time of employment if the student does not go on to college.

As an outcome of the necessity for condensed courses during World War II, business teachers have found that for the above-average students, instruction in business English can be incorporated in such courses as shorthand, typewriting, and office practice and that the arithmetic of business can be a part of courses in bookkeeping and computing machines. For the less able students, especially those who do not plan to go on to college, there is still a need for courses in which these fundamentals can be given intensive study.

A question concerning the effect of increased automation is frequently raised. It is true that with the growth of automation some office workers may be displaced, but history shows that in the long run increased mechanization also means increased employment.

Business educators will need to be alert to the changes and to adapt their instruction accordingly; and, even more important, they will need to teach their students how to meet and to adjust to these changes as they occur. Schools cannot afford to install expensive electronic equipment for classroom use. However, students can be given the basic skills needed in the operation of many of the new machines, such as rapid touch operation on the typewriter and the 10-key adding machine. In the office practice course, students can acquire acquaintanceship instruction on the simpler computing machines, duplicators, and voice-transcribing

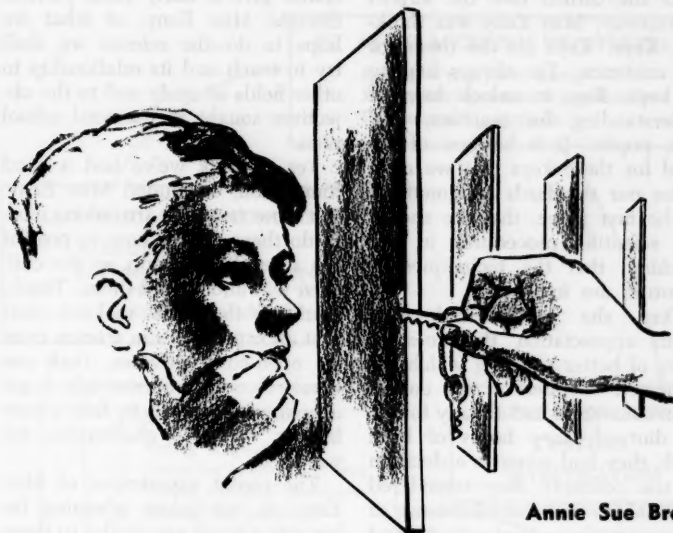
machines. Due to the rapid increase in the number of electric typewriters in use in offices, familiarity with the operation of the electric should be a part of the instruction of all planning to enter office work.

We are told that with automation accuracy will be more essential than ever before. Only the original record of a transaction may be made, probably on tape, and all future use of the data will be taken from this tape. Therefore, an error might have serious consequences. Increased ability to do logical thinking will be needed, particularly by those responsible for programming the information to be fed into the giant mechanic brains.

With the increasing amount of research being done in business education, teaching procedures are being critically evaluated and improved. New and interesting possibilities are developing in the instructional use of tape recorders, tachistoscopes and controlled readers, and television. The professional business teacher is constantly on the alert for these new ideas that will increase the effectiveness of his teaching.

As the business teacher looks at the expanding opportunities in the classroom on one hand and the rapidly changing business world on the other, he realizes that this challenge for the future is one of the most exciting there is in education. The business teacher has a key responsibility in the well-balanced educational program.

UNLOCKING DOORS of Understanding



Annie Sue Brown

MISS EENY rushed to her car. She had allowed herself barely enough time to get to the airport, and Dr. Meeny's plane was due in exactly forty minutes. Now where were her car keys? Not where they belonged. She sat under the wheel and emptied her big, hold-everything hand bag. Keys, keys, keys! Keys to the science room at the Zoo, keys to the Menaboni Aviary, keys to her office, her lock-box, her home. But the ring holding the car keys was missing.

She felt in her coat pocket with a rising sense of panic. Dr. Meeny was an important guest, and she was responsible for getting him to an important meeting. He was the expert, the eminent educator she had invited to confer with the science-teacher curriculum committee. And Miss Eeny was herself the coordinator in charge of the preparation of the new curriculum for science teaching throughout all the grades of the city schools. She *must* meet Dr. Meeny. What to do?

Suddenly with profound relief she remembered the single extra

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car key in her coin purse. Thank Heavens! And she was on her way.

As she turned into the airport expressway, Miss Eeny was thinking: Keys. Keys are the theme of my existence. I'm always looking for keys. Keys to unlock doors of understanding for teachers, parents, pupils. It is because of the need for these keys that we must revise our standards and methods in the first place, that we should use scientific procedures in our teaching, that the techniques of scientists are important.

Then she remembered with warm appreciation the keys to doors of better teaching which the dedicated members of the curriculum committee had already found. By dint of many hours of hard work, they had come to a decision on the concepts they considered essential to the establishment of clear scientific understandings. And under the concepts the committee had listed sub-principles which are known to be true under specified conditions and which lend themselves to experimental analysis. The job of grade placement had been carefully done. Each principle listed for a grade had been judged suitable for the maturity of the child at that level, and also likely to stimulate his interest. Then the principles had been placed in progressive and cumulative sequence in order to fill in gaps and to avoid unnecessary duplication.

Later the committee had made "scope and sequence" charts in

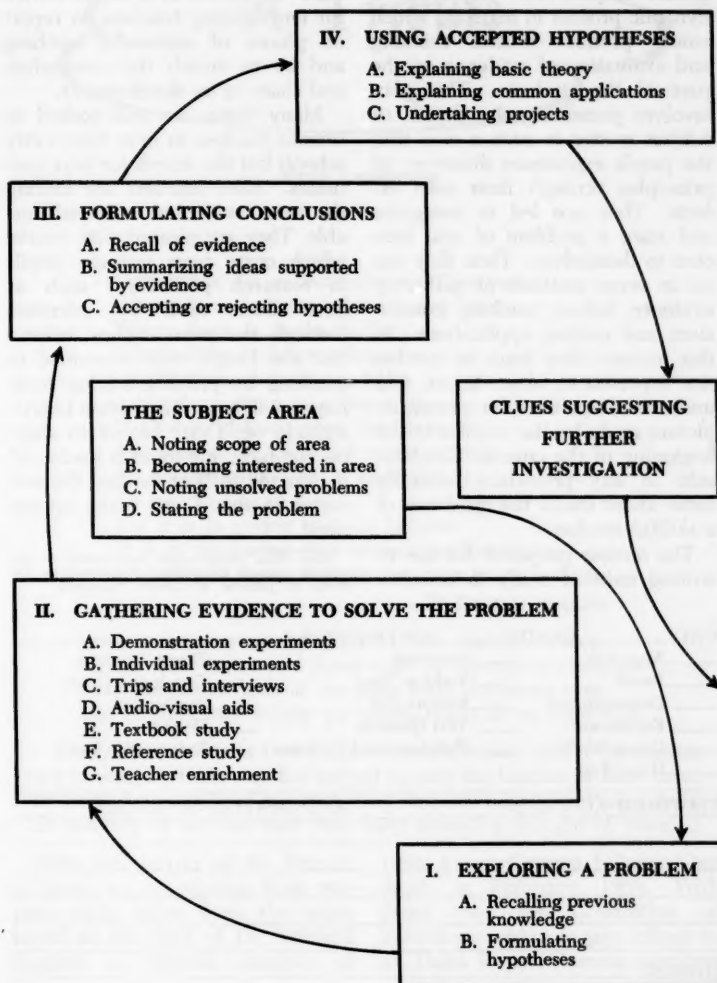
which categories were arranged by grades in parallel columns. The charts gave a fairly clear picture, thought Miss Eeny, of what we hope to do—the science we shall try to teach and its relationship to other fields of study and to the objectives sought in the total school plan.

Yes, I think we've laid a good foundation, concluded Miss Eeny. But now teachers are asking how to do these things, how to present the scientific concepts so the children will understand them. Teachers know they must make it clear that all experiences in science must be open-end activities, that one breaks through a barrier only to get a broader view and to face a new barrier. What a challenging job we have!

The recent experiences of Miss Eeny in curriculum planning for her city schools are similar to those of hundreds of other educators throughout the country. Those concerned with helping to meet today's needs through improving quality and quantity in science education know that old approaches must be discarded. Mere memorization of facts as a form of science instruction must be abandoned forever. The inviolate rule that science is change and that man can and does bring about changes is the foundation on which the new science curriculum for public schools is built.

The visiting consultant brought some new keys to Miss Eeny and her curriculum committee, keys

CYCLE OF ACTIVITIES IN PROBLEM SOLVING



which may prove useful to teachers in other fields as well. He suggested a plan for employing a dynamic process in teaching which would produce critical thinking and evaluation of evidence on the part of the students. This plan involves presenting the details of subject matter in such a way that the pupils experience discovery of principles through their own efforts. They are led to recognize and state a problem of real concern to themselves. Then they use six or seven methods of gathering evidence before reaching conclusions and making applications. In this manner they learn to synthesize experiences, observations, and understandings into the composite picture made by the teacher at the beginning of the course. Good results in any procedure naturally come about under the guidance of a skillful teacher.

The outline proposed for use in writing units of study in resource

guides is shown on page 55. Shown also below is a copy of a "flow card" suggested as a useful device for encouraging teachers to report on phases of successful teaching and so to enrich the curriculum and share in its development.

Many doors are still locked to science teachers in Miss Eeny's city schools but the search for keys continues. Alert teachers are finding the new curriculum materials usable. They are pleased with results which come from training pupils in research procedures such as have been used by scientists through the years. They believe that the longer time consumed in teaching by problem-solving techniques will be justified when today's attitude of "Don't bother to show me the facts, my mind is made up" is changed to "Let me find the evidence so that I can make up my mind."

Note: The charts were contributed to the Atlanta Science Curriculum Committee by Dr. Philip G. Johnson of Cornell University.

UNIT	GRADE	CONTRIBUTOR
____ Approach	____ Interview	____ Direct Teaching
____ Recall	____ Field or Tour	____ Conclusion Guide
____ Demonstration	____ Sensory Aid	____ Application
____ Experiment	____ Text Question	____ Project
____ Group Work	____ Reference and Question	____ Examination Item
____ Home Task		

PROPOSED ACTIVITY:

ANTICIPATED OUTCOME:

SOURCE: _____

A Tribute

Vera Lawrence

Lord, make me an instrument of Thy peace,
Where there is hatred, let me sow love;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.
O Divine Master, grant that I may
Not seek to be consoled as to console;
To be understood as to understand;
To be loved as to love;
For it is in giving that we receive;
It is in pardoning that we are pardoned.
And it is in dying that we are born to eternal life.

—St. Francis of Assisi

I saw tomorrow marching by on little children's feet,
Within their forms and faces read her prophecy complete,
I saw tomorrow look at me from little children's eyes
And thought how wisely we would teach, if we were wise.

Lord, bless the lives that I have touched today, and if perchance
my passing by their way has helped to ease the burden of their care,
or kindled hope where brooded deep despair, take from their minds
all memory of me, and may they have instead a thought of Thee.

With this prayer of St. Francis
of Assisi, we are placing these two
paragraphs taken from the notes
found on the desk of Dr. Mildred
English, a beloved member of

Delta Kappa Gamma, following her
death in February, 1959. With
these lines the Committee on
Necrology wishes to pay tribute to
all Delta Kappa Gamma members

who have gone on to an eternal life. To our desk each day comes the sad news that other members have passed this way. In the many letters and reports which come bearing the meager facts, we read between the lines and see there thousands of pages which tell of the lives of our sisters. All are written of the love and great concern for children and their education.

Again we quote from the lines of one and this is typical of all to whom we pay tribute. "My greatest concern in the modern world is to help children through their greatest educational experiences, in school and out, to develop the capacity to master change, to learn to live with reasonable happiness and productivity, to learn to give and take that which will enable them to handle tensions. This calls for courage and integrity, the ability to stand personal disappointment and not be floored by it, to have faith in one's own ability to find a way to do what comes next, and to make of whatever place where one comes to live a good place to live and work by virtue of the fact that the individual has what it takes to make it such a place. All this implies relating oneself to a Supreme Being, who guides and directs a way, and to a belief in the importance of people. Thus, I try very hard to develop with our youngsters some international understanding along with the zest for learning and the happiness that comes from each

day of living and learning in school. A big order? Yes, but if we keep working at the job, I have faith that we shall succeed."

The women in education to whom we pay tribute and for whom we are sad in their passing made important places for themselves in the educational world, both in this country and abroad. Many of these could have spent their years of retirement resting on their laurels as scholars, writers, and educators. This was not the case. They filled their lives with the zest and enthusiasm of dedicated teachers, young in spirit and with the probing, curious minds of the scholar. They gave fully of themselves as though their physical resources were unlimited. They shared with joy all the wisdom that came with a lifetime of disciplined professional experiences. Many of these great women loved and gave generously to adult groups in their community, church, state, and nation. They worked with civic clubs and educational and professional groups and accepted invitations wherever they were needed and wanted. Their thoughts were for others rather than for themselves. These were educational statesmen, citizens of the world, gracious ladies, and warm friends. Our years have been better because they were once with us.

We pay tribute to these women who have given so much to us and taught us the principles of Delta Kappa Gamma, who have taught us to be faithful and diligent in our

work, who wanted us to be humble in the estimations of ourselves, and who set us examples in being honorable and generous in our dealings with others. They have taught their students and have left to us the knowledge that our lives must be channels through which some little portion of the divine love and pity of God may reach the lives of those we serve. From their lives and deeds may we find new insights as to how women may share their lives and make a fellowship of service glow with love and truth without offending the intellectual judgment which education and maturity give to us. If we keep this fellowship

which has been given to us, in which each individual has a special contribution to make and the group opens the way and gives encouragement and help for making these contributions, we shall be releasing new life. Then and only then we may feel that we have made a contribution to the cause of Delta Kappa Gamma. This will be our living tribute to those who walked this way before.

May we from the Committee on Necrology give to you who have been saddened this well known Irish blessing. It was written by Cornelia Rogers.

"May the blessing of Light be on you, light without and light within,
May the blessed sunshine shine on you
And warm your heart till it glows like a great peat fire,
So that the stranger may come and warm himself at it, and also a friend.
And may the light shine out of the two eyes of you,
Like the candles set in two windows of a house, bidding the wanderer to
come in out of the storm.
And may the blessing of the rain be on you, the soft sweet rain.
May it fall upon your spirit so that all the little flowers may spring up,
And shed their sweetness on the air,
And may the blessings of the great rains be on you.
May they beat upon your spirit and wash it fair and clean,
And leave there many a shining pool
Where the blue of heaven shines, and sometimes a star.
And may the blessing of the Earth be on you, the great round earth;
May you ever have a kindly greeting for them
You pass as you're going along the road.
May the earth be soft under you when you rest out upon it,
Tired at the end of a day,
And may it rest easy over you when, at last, you lay out under it;
May it rest so lightly over you
That your soul may be off from under it quickly,
Up and off, and on its way to God.
And now may the Lord bless you all
And bless you kindly."

In Memoriam

To live in hearts one leaves behind is not to die

Alabama

Miss Dana King Gatchell of Pi Chapter on February 22, 1960, in Birmingham.

Mrs. Eunice Graham Johnson of Psi Chapter on June 26, 1959, in Enterprise.

Arizona

Mrs. Florence Armitage Roberts of Epsilon Chapter on February 7, 1960, in Tucson.

Miss Grace Smith of Omicron Chapter on December 16, 1959, in Bartlesville, Oklahoma.

Mrs. Lucy R. Warner of Sigma Chapter on February 2, 1960, in Phoenix.

Arkansas

Mrs. Mary Ezell of Chi Chapter on October 15, 1959, in Harrison.

California

Miss Doris A. Altermatt of Beta Xi Chapter on February 7, 1960, in Los Angeles.

Miss Olivia Doherty of Phi Chapter on January 30, 1960, in Laguna Beach.

Miss Eleanor Hicks of Alpha Chapter on December 20, 1959, in Inglewood.

Miss Wava McCullough of Alpha Xi Chapter on December 31, 1959, in Los Angeles.

Miss Phebe Struckmeyer of Gamma Tau Chapter on May 17, 1959, in Santa Rosa.

Colorado

Miss Bertha Claiborne of Iota Chapter on February 2, 1960, in Pueblo.

Miss Marie McKay Smith of Beta Chapter on February 21, 1960, in Denver.

Connecticut

Miss Grace V. Bestick of Beta Chapter on March 1, 1959, in Bridgeport.

Miss Viola Clark of Delta Chapter on January 14, 1960, in New Britain.

Miss Rose Doherty of Zeta Chapter on February 9, 1960, in New Haven.

Florida

Mrs. Sara Virginia DeShong of Kappa Chapter on March 21, 1960, in St. Petersburg.

Mrs. Mary Rutledge of Zeta Chapter on September 14, 1959, in Sarasota.

Miss Madge Wallace of Alpha Chapter on January 8, 1960, in Jacksonville.

Mrs. Barbara Wilhite of Omega Chapter on January 23, 1960, in Miami.

Illinois

Miss O. Lillian Barton of Beta Chapter on March 2, 1960, in Normal.

Mrs. Marjorie Agee Builta of Beta Iota Chapter on March 14, 1960, in Bloomington.

Miss Mignonne Cheesman of Psi Chapter on February 28, 1960, in Mt. Carmel.

Miss Daisy V. Daggett of Gamma Chapter on December 8, 1959, in Decatur.

Mrs. Cora Heineman, state honorary member, on December 10, 1959, in Evanston.

Mrs. Dorothy W. Holding of Eta Chapter on December 24, 1959, in Evans-ton.

Miss Margaret Hubbard, honorary member of Alpha Beta Chapter, on November 7, 1959, in Morris.

Miss Mary Ross Potter, state honorary member, on August 19, 1959, in Claremont, California.

Indiana

Miss Bess Day of Gamma Chapter on March 26, 1960, in Chicago.

Miss Josephine Sanford, honorary member of Alpha Delta Chapter, on March 17, 1960, in Washington.

Iowa

Miss Myrtle Lanning of Eta Chapter on November 8, 1959, in Nevada.

Miss Helen Winn of Nu Chapter on February 24, 1960, in Muscatine.

Kansas

Mrs. Mary Eck Holland Call, honorary member of Eta Chapter, on December 26, 1959, in Manhattan.

Miss Sadie Conover of Mu Chapter on March 3, 1960, in Wichita.

Miss Mary Elizabeth McKibben of Theta Chapter on February 7, 1960, in Dodge City.

Kentucky

Mrs. Anna Dell Black of Beta Chapter on March 11, 1960, in Lexington.

Louisiana

Miss Ora Pruden of Mu Chapter on December 31, 1959, in Owensboro, Kentucky.

Dr. Corrine L. Saucier of Epsilon Chapter on February 1, 1960, in Natchitoches.

Maine

Miss Lillian F. Fisher of Eta Chapter on January 5, 1960, in Bath.

Miss Edna Maude Havey of Kappa Chapter on February 15, 1960, in Farmington.

Massachusetts

Dr. Katharine C. McDonnell of Gamma Chapter on October 24, 1959, in Boston.

Miss Ruth Remon of Gamma Chapter on February 13, 1960, in Salem.

Michigan

Dr. Sophie Cheskie of Lambda Chapter on February 13, 1960, in Highland Park.

Mrs. Marena S. Kiplinger of Upsilon Chapter on February 10, 1960, in Doster.

Mrs. Justina S. Robins of Lambda Chapter on February 11, 1960, in Highland Park.

Mississippi

Miss Vivian Aston of Theta Chapter on November 15, 1959, in McComb.

Miss Lola Gillis of Theta Chapter on January 13, 1960, in McComb.

Missouri

Mrs. Jean Dray of Phi Chapter on January 28, 1960, in Kansas City.

Mrs. Jane C. Fyfer of Beta Chapter on December 26, 1959, in Columbia.

Miss Ethel Hook of Delta Chapter on September 13, 1959, in Kirksville.

Miss Maud Cant Woodruff of Mu Chapter on June 8, 1959, in Warrensburg.

Montana

Mrs. Emlyn Benson of Epsilon Chapter on December 21, 1959, in Long Beach, California.

Nebraska

Mrs. Cora Elizabeth Gentry, honorary member of Theta Chapter, on March 3, 1960, in Gering.

Mrs. Helen Hedden of Omicron Chapter on November 6, 1959, in Geneva.

Miss Gertrude Melinda Langley of Mu Chapter on January 26, 1960, in Lyons.

Mrs. Alma M. Smit of Epsilon Chapter on January 30, 1960, in Beatrice.

New Jersey

Miss Ethel Maude Spurr of Alpha Chapter on February 19, 1960, in Montclair.

New York

Miss Jennie A. Frail of Xi Chapter on November 25, 1959, in Johnson City.

Miss Helen M. Roohan of Delta Chapter on December 16, 1959, in Schenectady.

North Carolina

Miss Lily Jones of Eta Chapter on May 19, 1959, in Durham.

Miss Lena Loreta Mooney of Alpha Zeta Chapter on December 23, 1959, in Charlotte.

Ohio

Dr. M. Evelyn Dilley of Alpha Chapter on December 23, 1959, in Cleveland.

Mrs. Orpha Dinsmoor of Alpha Lambda Chapter on January 20, 1960, in New Marshfield.

Miss Helen M. Douglass of Upsilon Chapter on September 2, 1959, in West Branch, Iowa.

Miss Marie Gogle of Gamma Chapter on April 1, 1960, in Columbus.

Miss Suzanne M. Koehler of Beta Lambda Chapter on January 27, 1960, in Columbus.

Mrs. Myrl Leeka of Beta Zeta Chapter on November 30, 1959, in Punta Gorda, Florida.

Miss Mary E. Long of Beta Lambda Chapter on December 28, 1959, in Columbus.

Miss Jene Martin of Beta Iota Chapter on February 19, 1960, in Millersburg.

Miss Florence M. Rogers of Upsilon Chapter on March 30, 1959, in Cleveland.

Miss Clara B. Simpson of Alpha Beta Chapter on May 10, 1959, in Portsmouth.

Miss Helen M. Ullum of Upsilon Chapter on December 8, 1959, in Cleveland.

Miss Marie Whiteman of Alpha Sigma Chapter on February 12, 1960, in Fostoria.

Oklahoma

Dr. Lucile Dora, honorary member of Eta Chapter, on September 24, 1959, in Charleston.

Mrs. Ruth Hacker of Rho Chapter on August 5, 1959, in Ada.

Mrs. Mary Hays Marable of Eta Chapter on November 4, 1959, in Norman.

Mrs. Felicia M. Paden of Alpha Eta Chapter on February 20, 1960, in Tahlequah.

Mrs. Willie L. Hartley Sisler of Gamma Chapter on February 28, 1960, in Bristow.

Oregon

Mrs. Augusta Parker Dunbar of Alpha Chapter on March 5, 1960, in Klamath Falls.

South Carolina

Miss Ethel Black of Zeta Chapter on October 20, 1959, in Bamberg.

Miss Eleanor Huff of Delta Chapter on May 1, 1959, in Greenville.

Miss Pickens C. Legare of Beta Chapter on January 23, 1960, in Charleston.

South Dakota

Mrs. Mary Donahue Sweeney of Beta Chapter on July 26, 1959, in Rochester, Minnesota.

Texas

Miss Bess Barnes of Nu Chapter on May 20, 1959, in Austin.

Miss Mary Campbell of Eta Chapter on December 10, 1959, in Beaumont.

Miss Lula V. Caudell of Gamma Kappa Chapter on February 11, 1960, in Memphis, Tennessee.

Mrs. Stella M. Christen of Alpha Nu Chapter on February 7, 1960, in San Antonio.

Mrs. Eula Strain Harlackner of Kappa Chapter on February 2, 1960, in El Paso.

Miss Helen E. Hill of Alpha Chapter on April 2, 1960, in Austin.

Miss Ellen C. Hughes of Omicron Chapter on December 30, 1959, in New Orleans.

Mrs. Pearl S. Matthews of Beta Chapter on March 18, 1960, in San Antonio.

Mrs. Jennie-Bec McCoy of Alpha Gamma Chapter on December 13, 1959, in Cleburne.

Mrs. Lena Meeker of Lambda Chapter on March 13, 1960, in Temple.

Mrs. J. E. Nelson of Beta Chapter on February 10, 1960, in New Braunfels.

Mrs. Myrtle B. Oberholtzer, honorary member of Gamma Chapter on December 24, 1959, in San Bernardino, California.

Mrs. J. D. Pickett, honorary member of Alpha Epsilon Chapter, on June 1, 1959, in Palestine.

Miss Pauline Potts of Delta Chapter on February 26, 1960, in Fort Worth.

Mrs. Cora E. Strong, honorary member of Alpha Epsilon Chapter, on March 15, 1959, in Trinity.

Mrs. Inez Marie Wedel of Pi Chapter on February 5, 1960, in Hereford.

Mrs. Anne Louise Wiseman of Beta Tau Chapter on March 3, 1960, in West Covina, California.

Miss Nellie Yunk of Beta Upsilon Chapter on September 20, 1959, in Cisco.

Utah

Miss Louise E. Starbuck of Zeta Chapter on March 9, 1960, in Salt Lake City.

Virginia

Dr. Cornelia Winder Segar, honorary member of Alpha Chapter, on January 31, 1960, in Norfolk.

Washington

Mrs. Clara L. Strang, honorary member of Upsilon Chapter, on March 17, 1960, in Duvall.

Mrs. Esther E. Swanson-Peterson of Lambda Chapter on March 6, 1960, in Bellingham.

Wisconsin

Miss Lavilla Ward of Alpha Chapter on June 18, 1958, in McCormick, South Carolina.

Miss Lilian Whelan of Rho Chapter on December 29, 1959, in Superior.

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